

Narrowing the Language Gap Building a School-Wide Model for Academic Language/Vocabulary

Indiana State Conference
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Feldman's Biased Literacy Listserve

Reading/Language Arts

This section of the Sonoma County Office of Education (SCOE) website provides a collection of reading/language arts resources and information designed to support teachers, administrators, parents, and anyone else concerned with improving literacy in Sonoma County and beyond. Formerly known as the Reading Corner, these web pages are compiled by Dr. Kevin Feldman, SCOE's Director of Reading & Early Intervention.

Quick Links

- > Reading/Language Arts Professional Development Classes
- > Early Intervention Resources
- > Response to Intervention Resources

Dr. Anita Archer's Strategic Literacy Instruction Videos

Dr. Anita Archer is one of our nation's most talented and beloved teachers of teachers. Her new series of online videos, produced with support from the Sonoma County Office of Education, is a gift to the education community. We are posting her videos, along with viewing guides, as production on each video in the series is completed. Take a look at this emerging resource! These files are free to download, podcast, or view online.

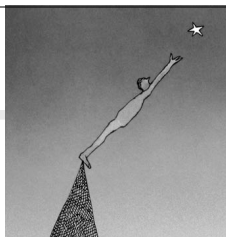
Literacy Listserve

Dr. Feldman runs a free "literacy listserve" to provide up-to-date information on research and activities related to literacy, from pre-kindergarten to grade 12. To sign up for the listserve, send an email to literacy-on@lists.scoe.org, then follow the instructions in the automated email response you receive.

Subscribe at:

www.scoe.org/reading

GOALS for Today



- 1.) Validation/Motivation
- 2.) Clarity on how to create an "evidence based" School-wide AL/vocabulary program K-5/6
- 3.) Practical tools/strategies/resources to utilize as you take your "next steps" individually AND collectively as school teams.

A Heuristic for Literacy

* Shenefelt (2001) Juel/Gough (1990)

MOTIVATION (pleasure, purpose, joy, success)

DECODING		COMPREHENSION	
Word Recognition	Fluency	Academic Language	Comprehension Strategies
<ul style="list-style-type: none"> * 44 phonemes (blend/segment) * 26 letters * Decode single & Multi-syllable words * Strategies to apply in texts 	<ul style="list-style-type: none"> * Rate W/CPM <ul style="list-style-type: none"> 1st : 50-60 2nd : 90-100 3rd : 115-120 4th : 120-130 5th : 130-140 6-8 : 150+ * Accuracy (95%+) * Prosody 	<ul style="list-style-type: none"> * Vocabulary & Content Area Knowledge * Syntax & text structure * Grammar * ELD as appropriate 	<ul style="list-style-type: none"> * Active Reading * Strategic Reading (e.g. summarizing) * Self Monitoring * Fix Up Strategies * Flexible - adjust to text/purpose

Writing, Listening, Speaking Skills

heuristic

heu·ris·tic n.

0-1-2-3-4-5

Synonym	Explanation/Example	Image

To solve the many complex literacy issues facing today's schools educators need a powerful _____.

Why Focus on Boosting Academic Vocabulary?

The Need?

Why Focus on Vocabulary Instruction?

Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension (e.g., Anderson & Freebody, 1981; Baumann, Kame'enui, & Ash, 2003; Becker, 1977; Davis, 1942; Whipple, 1925).

A Focus on Vocabulary

PREL, 2004

Download FREE: http://www.prel.org/products/re_/ES0419bw.pdf

Vocabulary Deficits

- Graves, 2006

Many children of poverty and English learners enter school with debilitating vocabulary deficits, vocabularies about **half the size** of those of their middle-class, native-English speaking counterparts.

Once in school, these children continue to learn words at about half the rate of their peers, and this **increasing gap** put them at severe risk of failing in school.

Although we have been alerted to this risk for some time (for example, Carroll, 1971; Becker, 1977; White, Graves, & Slater, 1990; Chall, Jacobs, & Baldwin, 1990; Chall & Jacobs, 2003; Hart & Risley, 1995, 2003), **schools are only now beginning to do something about it.**

Helping ALL Students Build Strong Vocabularies

Helping average students achieve vocabularies of 50,000 (average HS graduate) words is a very substantial task.

Helping students with small vocabularies catch up with their peers is an even more substantial task.

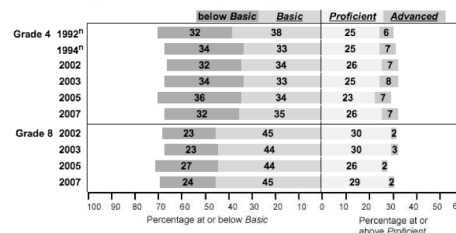
Only a rich and multifaceted **INTENTIONAL school-wide vocabulary program** is likely to help students accomplish these tasks (Baumann & Kame'enui, 2004; Blachowicz, Fisher, Ogle, & Watts-Taffe, 2006; Graves, 2006; Stahl & Nagy, 2006).

**** This is Our Goal Today** - Taking concrete - evidence based steps towards realizing this important achievement.

NAEP Levels for IN-Clearly We ALL Have Work to Do!

Achievement Levels for Reading, Indiana

To compare the percentages of scores at or above any achievement level, simply click on the label for that level and the segments of the bars will realign accordingly.



2 out of 3 were below proficient on the NAEP in 2007

4th Grade NAEP Passage:

Dr. Shannon Lucid: *Space Pioneer*
by Vicki Oransky Wittenstein

Think about the kind of person Shannon Lucid **needed to be** in order to become a space pioneer. Choose a real person you know or have read about, or a character you have seen in movie or television show. **Explain** how that person or character is like Shannon Lucid.

Choose one thing Shannon Lucid did that helped her become an astronaut. **Explain why** it helped her.

What is one lesson that could be learned from reading this passage? Use **information from the passage** to support your answer.

Q: What do you notice about the nature of these questions? Implications?

Academic Literacy

✓ Ability to critique, analyze, defend, explain, think deeply - not just "on the surface"

✓ "Argumentative literacy" (Graff, 2003)
- ability to persuade, to debate, to clarify
- explain why, evaluate, make judgments

✓ Make a point and support it w/evidence and clear thinking, beyond opinion/idiosyncratic experience

✓ Use appropriate Academic Language - the **vocabulary** and conventions of grammar and syntax demanded by the discipline/situation

✓ Skillful in speaking & writing - expressive lang. arts

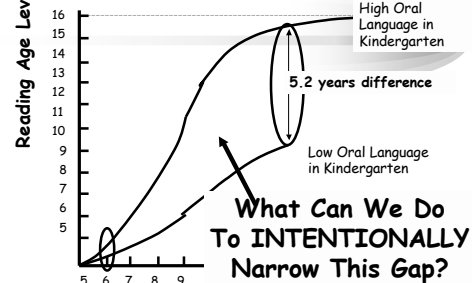
And it must be **TAUGHT** - not simply assigned or expected!

The scope of our...

Challenge

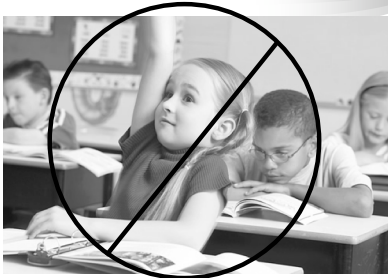
The Effects of Weaknesses in Oral Language on Reading Growth/Academic Achievement

(Hirsch, 1996)



Schools have not caused the gap...
sadly, we unintentionally exacerbate it...

What are the Unintended Consequences of the Ubiquitous Practice of Structuring Discourse via Hand Raising? - How Does This Habit UNintentionally Exacerbate the Vocabulary Gap?



Academic Language: the Context for Vocabulary

- ✦ **Vocabulary:** the specialized words used in academic settings: content specific (e.g. magma) & high use academic terms (e.g. analyze, comparatively, variable)
- ✦ **Syntax:** the way words are arranged in order to form sentences or phrases
- ✦ **Grammar:** the rules according to which the words of a language change their form and are combined into sentences

Academic Language: A Key to Academic Success

- ☐ Fundamental to academic success in all scholastic domains;
- ☐ A primary source of ELs' & other struggling students' difficulties with academic content across grades and domains;
- ☐ Often still a challenge *after* ELs achieve proficiency on state language proficiency tests;
- ☐ Influences students' performance on all assessments & academic tasks

Where is Academic English Found? - In Print!

Frequency of Word Use in Major Sources of Oral and Written Language

(Hayes & Ahrens, 1988)

Rare Words per 1,000

I. Printed texts	
Abstracts of scientific articles	128.0
Newspapers	68.3
Popular magazines	65.7
Adult books	52.7
Children's books	30.9
Preschool books	16.3
II. Television texts	
Prime-time adult shows	22.7
Prime-time children's shows	20.2
III. Adult speech	
Expert witness testimony	28.4
College graduates talk to friends/spouses	17.3

Most Gr. 2 & up
Info Texts

In Terms of Academic English...

ALL Students Are ESL or "AESL" !!

Academic English as a "foreign language"

☞ Vocabulary - nature & density

☞ Syntax

☞ Grammar

Academic English is NOT a "natural" language it must be TAUGHT not simply caught.

Why do many students fail to acquire academic language?

- Lack of exposure to appropriate books and to people who use academic language;
- Lack of opportunities to learn and use academic language;
- Lack of **systematic, explicit instruction** and sufficient and supportive feedback.

(Scarcella, 2003)

On the Need to Increase Language Practice w/Diverse Learners

Only 4% of English Language Learners' day was spent engaging in "student talk"



Only 2% of ELs' day was spent engaging in "academic talk" Arreaga-Mayer & Perdomo-Rivera (1996)
 ✓ Virtually identical to data reported by Vaughn/Moody et al in 1998 re: engagement of students w/learning disabilities.

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades

Recent Synthesis re: ELLs

Recommendations:

- 1) Screening for reading problems/supports K-6
- 2) Provide intensive small group reading intervention
- 3) Provide **extensive** and **varied** vocabulary instruction
- 4) Develop Academic English
- 5) Schedule regular peer assisted learning opportunities

#3,4,5 are our focus in Today - but all 5 are essential !

FREE: www.centeroninstruction.org

Solutions

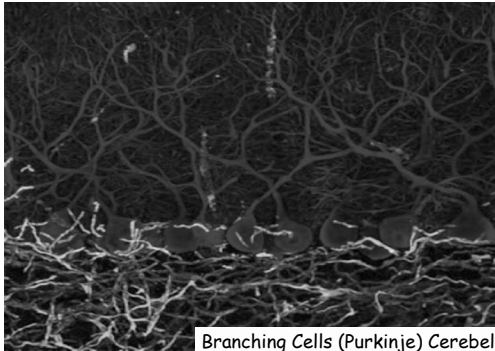
Evidence Based School-wide Academic Vocabulary Program

1. Engaging in Accountable Wide Reading/Listening - Esp. Non-Fiction
2. Direct Teaching & Accountable Use of Important New Words; Oral/Written (sentences & more)
3. Teaching Word Learning Strategies, e.g. context/affixes, roots, dictionaries, etc.
4. Fostering Word Consciousness e.g. etymology, word play, word choice in writing, etc.

- adapted from Graves, 2006

Within a Context of **Active** Structured Engagement:
ALL Students Developing Their Academic Language **Every** Day

**Effective Instruction Creates
CONNECTIONS New - to the Known**



Branching Cells (Purkinje) Cerebellum

One of neuroscience's favorite aphorisms...

**Neurons that fire together
Wire together !**



**We can't "narrow the gap" unless we
dramatically increase:**

**STUDENT RESPONSE
to
INSTRUCTION**

Especially the amount of Oral Language or "Academic Talk" used by EVERY student EVERY Day... of course the more academically disadvantaged they are - not more critical this need becomes...

**Structured Engagement Scaffolds:
Critical "tools" for Differentiating Instruction**

- 1) **Choral Responses -pronounce it together**
 - pronounce the word together, read it aloud together, etc.
 - physical responses too; fingers under the word, chart, picture
 - "thumbs up when you know", "hands up if you agree", etc.
- 2) **Partner Responses**
 - teacher assigns - provide a label/role "I's tell 2's"
 - alternate ranking (high with middle, middle with lower)
 - thoughtful questions/prompts/up & down Bloom's taxonomy
- 3) **Written Responses**
 - focused prompts increase thinking, accountability, focus
 - structured academic language (e.g. sentence starters)
- 4) **Individual Responses (AFTER rehearsal/practice)**
 - randomly call on individuals, use "public voices"
 - complete sentences, using new vocabulary

Move From Generic to "Precision Partners"

- ☐ Designate who speaks first "1s or 2's"?
 - embed the more proficient students in your "1s", if modeling/practicing they go first, if brainstorming or responding to an open ended Q, they go 2nd
- ☐ Regularly Practice Accountable Listening
 - "my partner ____ shared w/ me that ____"
- ☐ Explain "WHY?" - "I predict ____ because ____"
- ☐ Designate 1-2 "floaters"
- ☐ Change every 4-6 weeks

**** Reflect - What have I done? How could I refine?**

**Key Instructional Process to
Ensure Active Engagement**

I do it - modeling (including thinking aloud)

We do it - teacher guided

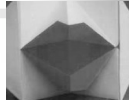
Y'all do it - partner practice
(thanks to Ed Ellis, Alabama native)

You do it - independent practice (w/feedback)

heart & soul
of effective
instruction...

Engagement Comes Down To the Quantity/Quality of Student:

☐ **Saying** - Oral Language



☐ **Writing**- Written Language



☐ **Doing** - pointing, touching, demonstrating, etc.



**** NEVER more than 2-10 Rule ****

Implications: INTENTIONALLY Building Academic Language

- ☐ become a "say the whole thing" school
- ☐ provide sentence starters routinely when structuring conversations:

e.g. "I predict _____"
later "I predict _____ because _____."

- ☐ encourage kids to use more precise language or "smart words" (vernacular to academic)
- happy to *delighted*, right to *accurate*, etc.

Explicit/Intentional Vocabulary Focus: Learn to Talk/Write Like a Scientist (Mathematician, etc.)

Everyday Language

figure out
group
guess, think
see
show
tell
write down
home
clues, proof

Scientific Language

conclude
categorize, classify
predict, infer
observe, analyze, discover
demonstrate
report, explain
record
habitat
evidence

Intentional Teaching

<http://seedsofscience.org/>

- Pearson, 2008

Take the Academic Language Oath !!



"I will ensure that **EVERY** single student in my class speaks, and often also writes, **at least** one meaningful academic sentence **EVERY** day!"

Directly Teaching Important

Vocabulary

Reading Aloud & Vocabulary Development

Most vocabulary in K-3 is learned incidentally from reading & listening

Yes - No - WHY?

The Effects of Reading Aloud on Vocabulary Learning (Beck et al., 2003)

Effects Varied Widely

- ❑ 4-15% learned/retained if not explained
- ❑ 20-40% IF words were explained (robust teaching)

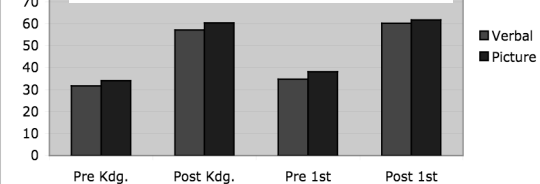
Greater effects found if:

- 1) word is repeated in the text
- 2) word is pictured in the text
- 2) word is a noun (25% vs. verb/adj. 6%)

Beck et al. Does Direct Vocabulary Instruction Work?

Comparison of Pre & Post Picture Task and Verbal Task on all words for Kindergarten and 1st Grade (Study 2)

Students provided with additional review/practice/play more than **doubled** their rate of retention of word meanings!!



Reading Aloud is Essential But...

"During the elementary years new root words are learned primarily from explanations by others."

- Andrew Biemiller, *Teaching Vocabulary in the Primary Grades*

The Key is...

Read Aloud PLUS

Plus What?

- ❑ Explicitly teaching critical academic vocabulary
- ❑ Routinely stopping to engage **ALL** students in using comprehension strategies - "strategic discussion" (miles on the tongue!)
- ❑ Checking for understanding

** can be done on a 2nd reading w/very young children if stopping disturbs the "flow", but be clear - it is not about simply listening - it is about stretching their minds and using emerging academic language skills in context

Recent Research re: Read Alouds & Comprehension

- Santaro, Chard, Howard, Baker, *Reading Teacher* Feb. 2008

*Incorporating comprehension instruction and read-alouds appears to be a promising way to boost student comprehension. There are certainly times when read-alouds can simply focus on the enjoyment of books; however, read-alouds must be carefully planned if they are to affect students' comprehension. Making the very most of read-aloud time requires teaching students to recognize the differences between narrative and information text structure, to know the meanings of target vocabulary, and to become **active participants** in purposeful discussions about texts.*

Table 4
Comprehension Strategy Focus for the Before, During, and After Lesson Components

Before reading	During reading	After reading
<ul style="list-style-type: none"> ■ Identifying the purpose for reading (e.g., information or story) ■ Previewing (title, author, illustrator) ■ Predicting content ■ Defining critical vocabulary 	<ul style="list-style-type: none"> ■ Using a consistent framework to discuss the text (e.g., story elements, K-W-L with focus questions) ■ Using question-asking strategies ■ Making connections (text-to-text, text-to-self, text-to-world) ■ Making inferences ■ Self-monitoring Vocabulary 	<ul style="list-style-type: none"> ■ Retelling ■ Introducing new and extending vocabulary

Vocabulary Instruction

Incidental vs. Intentional

✓ relying on context
✓ ask "who knows ____?"
✓ may mention the word

✓ hope students use it
✓ no personal connections

✓ little/no planning
Makes NO Difference

✓ direct explanation
✓ explicit teaching
✓ **ALL** students learn to pronounce & use the word
✓ structured application/use
✓ explicit connections made
- personalize examples
- synonyms & images etc.
✓ thoughtFULL preparation
Narrows the Gap - it Works!

Instructional Guidelines (another Heuristic) for Directly Teaching a New Term

- 1) Pronounce Chorally
- 2) Explain BEFORE Define
- 3) Provide Examples
- "Quick Teach"
- 4) Deepen Understanding
- 5) Review & Coach Use

Deepen Understanding in Wide Variety of Ways Depending on the Word, Kids, Context, etc.

Here's a few of my favorites that also have empirical evidence supporting them:

- ☐ Examples vs. Non-examples
- ☐ Non-linguistic representations (e.g. images)
- ☐ Acting them out physically
- ☐ Quick story
- ☐ Graphic organizers
- ☐ Computer technology

**** It's all about connecting the New to the Known**

Countless FREE Vocabulary Graphic Organizers

West Virginia Department of Education

WVDE | Resource Bank Home

Vocabulary Graphic Organizers

Graphic organizers help students to visualize the relationships between words and their possible meanings. Teachers can use these graphic organizers with their explicit vocabulary instruction. These tools may also be used as classroom assessment for learning because they give teachers a quick look at students' vocabulary knowledge. A variety of samples have been provided.

Knowledge Rating Scale
Frayer Model
Word Detective
Vocab-Q-gram Graphic Organizer
Vocabulary Cluster
Own the Word Graphic Organizer
Verbal and Visual Word Association (VOWA)
Concept Map Graphic Organizer
Alphaboxes

also see: <http://www.vocabularya-z.com/>
<http://www.graphicorganizers.com/>
<http://www.thinkingmaps.com/>
<http://www.inspiration.com/Kidspiration>

Websites on Vocabulary Graphic Organizers:
Vocabulary Word Box
<http://torpd.ucf.edu/strategies/stratWordB.html>

Definition or Explanation What is the Difference??

Key Principle to Remember & Act Upon...

Explanation

Precedes

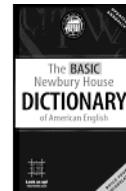
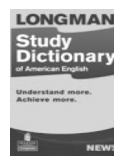
Definition

Problems w/Most Dictionary Definitions? They Don't Explain - They Define!!

Word	Dictionary Definition	Student-friendly explanation
<i>gratitude</i>	the quality or condition of being grateful	
<i>enemy</i>	a person who wishes to cause harm to another; a hostile nation or military force	
<i>relieved</i>	to free from pain, anxiety	

Samples of Useful "learner friendly" Dictionaries for Developing Academic English (great for students AND teachers)

<http://nhd.heinle.com/>



<http://www.ldoceonline.com/>

Lexical Resources: Learner Dictionaries

FREE on the web:

Longman - <http://www.ldoceonline.com/>

Heinle - <http://nhd.heinle.com/home.aspx>

Collins CoBuild -
<http://www.linguistics.ruhr-uni-bochum.de/ccsd/>

A Few Vocabulary "FAQs"

1) When to teach new terms - before or after a reading?

✓ Generally if a narrative, after the reading since the words are not essential for comprehension...
For informational text, usually before the reading IF the terms are keys to grasping the big ideas of the reading

2) What is "best practice" for multiple meaning words?

✓ Only teach the meaning used in the reading today if the other meanings are more abstract, less common ...
However, if there are other common meanings your students are likely to know - remind them of these as "non-examples" and contrast the meaning used in the text (e.g. wave as in hi, surf to group of people)

A Few Vocabulary "FAQs"

3) Should I teach other word forms?

✓ Yes IF the form is very common, e.g. predict as a verb, and prediction as a noun

4) How about cognates for Spanish speakers?

✓ Yes, very helpful - many academic terms in English, have an **every day** cognate in Spanish - easy to find using free online English-Spanish dictionaries
e.g. prevention - prevencion (<http://www.spanishdict.com/>)

Which Words
Should We
Teach?

Of course the answer is...

Important words...
Words that matter today
AND tomorrow...

- 1) Drive comprehension of key BIG ideas
- 2) Academic "tool kit" words, needed for long term academic proficiency (e.g. Coxhead AWL)

Word Types: A Lens for Thinking About Vocabulary
 (Beck et al., 2002) & Choosing Important Words to Teach

Tier 1: Basic	Tier 2: Frequent Academic	Tier 3: Content Specific
home dog happy see come again find go look boy	analyze approach predict consist major require significant vary interpret respond consequence "Mortar" words Choose words that could be used in many academic contexts/areas	metaphor photosynthesis legislature glaciated abdominal chromosome molt dividend habitat "Brick" words Choose words that drive comprehension

Research: Coxhead <http://language.massey.ac.nz/staff/awl/awlinfo.shtml>

Differentiating Vocabulary Teaching:

3 Basic levels of vocabulary instructional intensity w/ endless possible variations

- ☐ Thorough Robust Treatment
 - all 5 "levels" - no limit to # of steps, but until you see the kids have it...
- ☐ Quick Teach
 - first 3 levels - no more than a few min.
- ☐ Mention in Passing
 - say the word, quick synonym - less than one min.

Vocabulary Words Called Out: Gr. 3 Basal Text in 1 wk.

hauling artificial babushka sewn scraps threaded boarder poverty bouquet challah linen handkerchief huppa regions lacquer unique	"Big Dogs" - Extended/Robust "Puppies" - Embedded/Quick Teach "Protozoan" - Very Brief Academic Terms Used/Not Taught ! summarize, specific, convey, similar, classify, categorize, selection, intensity, emphasis, framing, contrast, strategies
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Implications for Daily Instruction?

- ☐ Prioritize terms called out by your textbook & used in questions/directions/etc. in the TE
 - ✓ key lesson "bricks" that drive comprehension
 - ✓ useful "mortar" or academic tool kit terms
- ☐ Spend more time teaching, assessing, & structuring the usage of the more important terms
- ☐ Include words that may not be in the text, but are keys to thoughtful discourse re: the subject
- ☐ Discuss/share/reflect with colleagues until this understanding & practice is fluent - automatic

Teaching...

word Learning Strategies

Directly Teach Key Word Learning Strategies

- 1) In K-3 - learning to read accurately/fluently & frequently
- 2) 4-12 the key tools are:
 - ❑ Affixes - prefixes modify meaning
- suffixes the part of speech (usually)
 - ❑ Dictionaries - pick a solid "learner dictionary"
 - ❑ Latin/Greek roots - in context - make connections
 - ❑ Contextual analysis - reread/think/guess/check
 - ❑ Latin cognates for Spanish speakers
 - ❑ Value independent word learning - e.g. Word Detectives

Directly Teach Key Independent Word Learning Strategies

What does a reader have available to them when they encounter an unknown word?

- ❑ **Inside** the word: morphology
- basic decoding, affixes
- ❑ **Around** the word: context
- ❑ **Outside** the text: dictionary, thesaurus, other texts, and people
- Scott & Nagy, 2000

Using context as a fix up strategy

-David Pearson, 2007

- ❑ Use a cloze or a "placeholder" approach (nonsense word "blank")
- ❑ Have students substitute an uncommon word for a common word--or vice-versa
- ❑ Lots of modeling and group problem-solving when uncommon words are encountered

✓ Research re: context is rather *anemic* but....

The Most Common Prefixes in English

Prefix	Meaning	% of prefixed words	example words
un	not; reversal of	26%	uncover
re	again, back, really	14%	review
in/im	in, into, not	11%	insert
dis	away, apart, negative	7%	discover
en/em	in; within; on	4%	entail
mis	wrong	3%	mistaken
pre	before	3%	prevent
pro	in favor of; before	1%	protect
a	not; in, on, without	1%	atypical

** Changes the meaning of the base or root word

The Most Common Suffixes in English

Suffix	Meaning	% of suffixed words	example words
s, es	more than one	31%	characters
ed	verb marker	20%	walked
ing	in the past; quality/state when you do something;	14%	walking
ly	quality, state	7%	safely
er, or	how something is	4%	drummer
tion, sion	one who, what/that which	4%	action/mission
able, ible	state, quality; act able to be	2%	disposable, reversible
al, ial	related to, like	1%	final, partial

** Usually changes the word type (part of speech) and preserves the meaning...

Family	Prefix	Meaning	Examples
Not	dis	not, opposite of	dishonest, disagree
	il	not, opposite of	illegal, illiterate
	im	not, opposite of	impossible, impatient
	in	not, opposite of	independent, inactive
	ir	not, opposite of	irresponsible, irregular
	non	not, opposite of	nonliving, nonsense
Over/Under	un	not, opposite of	unfished, unhappy
	super	over, really big	supermarket, superpower
	over	more than, beyond	overpower, overload
Together	sub	under, below	submarine, subway
	com	together, with	community, compress
	con	together	conform, congress
Number	co	together, with	coauthor, colabrant
	uni	one	unicorn, unicycle
	bi	two	biweekly, bipolar
	tri	three	triangle, tricolor
	quad	four	quadrilateral, quadruplets
	penta	five	pentagon, pentameter

Chart from Baumann, Ware, Edwards. (2003) IRA Elva Knight Research Grant. Chart constructed by E. C. Edwards.

Power of Latinate Cognates for Spanish Speakers: Examples from AWL 1st Sublist

70% of the AWL have a Spanish cognate

analyze	<i>analizar</i>
benefit	<i>beneficio</i>
define	<i>definir</i>
distribute	<i>distribuir</i>
identify	<i>identificar</i>
indicate	<i>indicar</i>
individual	<i>individual</i>

**** many are everyday "tier 1" words in Spanish**

Great tool for teachers: <http://www.spanishdict.com/>

Teaching...



Six Basic Types of Word Consciousness Activities

Creating a Word-Rich Environment

Recognizing and Promoting Adept Diction

Promoting Word Play/Games/Purposeful "goofing around"

Fostering Word Consciousness Through Writing

Involving Students in Original Investigations

Prompting Students to Use New Words on Their Own

Teaching Students about Words (types/etymology, etc.)

* adapted from Graves & Taffe, 2007

Word Wizards



Challenge students to use "target words" (or whatever you call new words directly taught by the teacher) throughout the day - model this yourself!

Game - anyone who uses a "target word" correctly w/out being prompted earns a "word wizard point" for the class.

Keep track on the Word Wizard bulletin board/chalk board - some little recognition - popcorn for the read aloud on Friday if you we read 50 points (or

Word Wizards in Action



Encourage use of academic vocabulary by making it a game to use new words when the teacher is **NOT** directing or prompting students... including home...

Word Wizard Bulletin Board

concentrate
impressed
educated

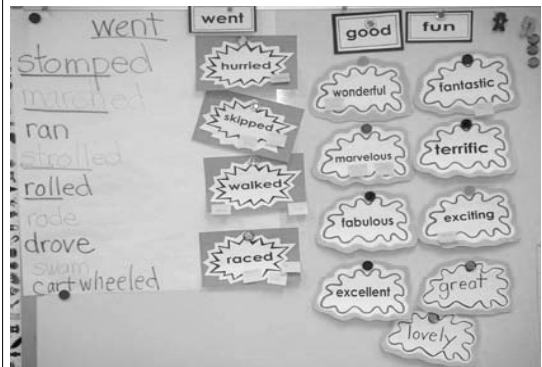
satisfied
wondering
ingredients

hatched
burrow
journey

- 1) Take a picture of, copy, color the cover of the Read Aloud book
- 2) Post directly taught words
- 3) Refer to, use, play with, etc.
- 4) Kids can attach drawings, etc.
- 5) Rotate every couple weeks

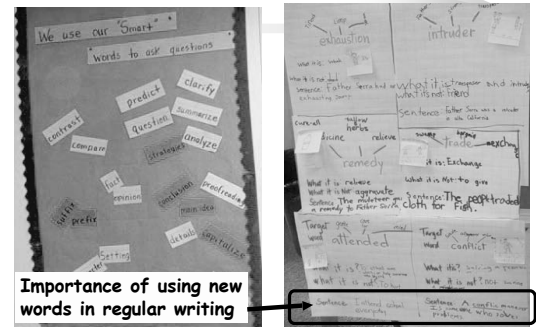
Vocabulary Development K-6

Children Taught to Use More Precise Language



School-Wide Focus on Academic Vocabulary

- Clear indicators/evidence in EVERY Classroom



Make Vocabulary/Words a BIG Deal School Wide!



Word of the Day "Ritual"

Options:

- 1) Create your own tied to themes/topics/interests
- 2) Free internet sites that supply terms
- 3) Purchase Word of the Day programs (usually \$15-20)
- 4) Tie to student investigations - they share in supplying the word of the day!

Key Idea

✓ it's really not about the one word today, it is the daily focus on learning new words, making it a essential part of every day's opening ritual - keeps vocabulary and the importance of language on everyone's "radar screen" AND.... it is FUN!

Word A Day Primary

A Word a Day provides a structured format to help students build vocabulary on a daily basis. Each of the 366 lessons contains the following features:

Part of Speech The part of speech is given for each word. Teachers may choose whether to have this information.

Definition Each word is defined with a complete sentence.

Personal Connection For each new word, students are asked to share an opinion, personal experience, or other comment that demonstrates their understanding of the new word. Connecting new information to previous experience facilitates learning.

Contextualized Sentence Each new word is used in context, in a sentence. Each sentence is designed to provide enough context about the new word that students can only grasp its meaning.

Critical Attributes To help students better understand and articulate exactly what the new word means, these exercises require them to identify features that are and are not attributes of the target word. One of the most effective ways to help students identify subtleties of meaning is to identify attributes that do not apply.

<http://www.evan-moor.com/Series.aspx?CurriculumID=3&SeriesID=3>

Or Online:
<http://www.superkids.com/aweb/tools/words/middle/>

SuperKids®
Educational Software Review

educational tools >>> words >>> 4th to 6th grade vocabulary - Thursday, February 26, 2009

SuperKids Vocabulary Builder - 4th to 6th Grade

sweet adj., n.

Definition: 1. having the taste or flavor of sugar, honey, or the like. 2. pleasing to the ear; making an agreeable

Example: I like sweet baked goods like cookies and cake.

Synonyms: delicious, rich

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Vocabulary Review Games

- ☐ I am thinking of a word... (you supply the meaning)
- framework -

- ☐ Deep processing questions -requiring application
 - Why are **lexical** skills so related to academic success?
 - Describe a type of **heuristic** you've used to solve a problem, tell how it helped you...

- ☐ Hangman, scrabble, jeopardy, hink-pinks and many many more!!

Making Choices Game

If any of the things I say might be examples of people **clutching** something (holding really tightly)- say "**clutching**"
If not put your thumbs down.

- holding on tightly to a purse
- holding a fistful of money
- softly petting a cat's fur ... and so on

If any of the things I say would make someone look **radiant**, say "you'd be **radiant**" (bright/happy)
If not put your thumbs down.

- winning a million dollars
- walking to the post office
- cleaning your room... and so on

Independent Word Learning - Students
Share the Responsibility for Flexing Their
"Lexical Muscles"

Word Detectives



- ☐ notice words you don't know and/or are unsure of in your independent reading
- ☐ keep a "Word Detectives" learning log (organized using teacher format)
- ☐ try to figure out the meaning (use context, note part of speech, affixes, roots, etc.)
- ☐ share in class (we'll explain, look 'em up and otherwise explore them)

Independent reading and reading-aloud vocabulary activities

- Note "new" or "interesting" words on vocabulary log sheets or book marks
- Add words to a class Word Wall from Independent Readings
- Use the Vocabulary Self-Collection Strategy (Haggard, 1982)
- Illustrate a word

NEAT Words

Write new, interesting, or unusual words

Name _____

Date _____

Book _____

Vocabulary Homework

- Find a character on TV who could be described as malicious.
- Find something in the newspaper or TV news that makes you skeptical.
- Find an ad in a magazine that you might be susceptible to.

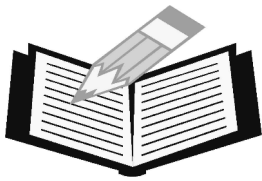
Students find their own INTERESTING WORDS

Word	From	Means	Important to Know
smock	<u>The Art Lesson</u>	shirt for painting	When going to art room
monitor	<u>The Art Lesson</u>	helper, assistant	In case you're asked to be one
ludicrous	Dad	silly, ridiculous	That's what I am!
rotund	Auntie Lil	fat & round	It's my cat Fluffy

Adaptation of Haggard's (1982) Vocabulary Self-Collection Strategy.

Vocabulary Development K-6

Vocabulary Notebooks



Why Vocabulary Notebooks?

- ❑ Elaboration/Practice
- ❑ Multiple Exposures
- ❑ Accountability - Students AND Teachers
- ❑ Easy to do - low prep - BIG payoff

- ✓ student friendly definitions/explanations (AWL & Content Area)
- ✓ image/story/reminder connected to the meaning
- ✓ examples - non examples
- ✓ note taking guide (grades 3/4 - up)
- ✓ cumulative over a unit/semester/year - across the school
- ✓ used for games, review, spot quizzes, writing, etc.

Computer Technology Can Be a Powerful Vocabulary Amplifier

"Computer technology can be used effectively to help teach vocabulary."

- National Reading Panel, pg. 4-5

Examples:

- ✓ visual dictionaries
- ✓ visual thesaurus
- ✓ specialized vocab computer programs
- ✓ internet web based program

See www.fcrr.org ; detailed objective reviews of reading programs, including technology based

Various FREE Computer Word Games Like

Hangman etc. <http://www.netrover.com/~kingskid/hanglist.html>

Hangman Word Games

- **Hangman Word Games** Play these fun interactive hangman games. You can play the regular hangman or a more fun hangman where you throw a bucket of water over a bear. The word lists include: Days of the Week, Months of the Year, Colour words, Dolch Words, Number Words 1-16, Animal Words, Common Words and Bible Words.

Alpha Catch Game

- **Room 108 Alpha Catch** Play this fun interactive game where you move a fox around and collect falling words or letters. Get to level three and win a certificate. You can set the game to Parts of Speech, Vowels and Consonants or Rhyming Words. Lots of action and sound effects!

Typing Tutor Game

- **Room 108 Typing Tutor Game** Learn the fun way to type! This game teaches typing to the primary student but at the same time provides fun in the form of a game. The game provides twenty levels. After a student finishes they can return to the level they completed.

Writing Forms Games

- **Room 108 Writing Forms Games** A fun collection of writing games that teach kids to write in the various writing forms. Learn Letter Writing, Journal

<http://wvde.state.wv.us/strategybank/HinkPinks.html>

Professional Development UEN-TV Distance Education Network About UEN

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Hink Pinks

Hink pinks are riddles. The answers to the riddles are words that rhyme with each other and contain the same amount of syllables.

- Hink pinks have 1 syllable answers.
- A hinky pinky has 2 syllable answers.
- A hinkity pinkity has 3 syllable answers.

Hink Pink : Hinky Pinky : Hinkity Pinkity :

Impertinent young man A spelunking slogan The White House
Rude dude Grotto motto President's residence

This literacy website suggests that "through riddles children gather and interpret data, make inferences, and draw conclusions. When provided with the riddle's solution, they interpret this new information, construct meanings to clarify and extend knowledge, and gain insight into the essence of these brief puzzles as well as their own learning"

For younger kids, guessing a Hink Pink might be difficult. You may want to provide half of the Hink Pink for them.

Try these easy Hink Pinks. (Answers listed at the bottom of the screen.)

1. What do you call a chubby kitty?
2. What do you call an angry father?



fat cat
mad Dad

A Few Useful Web Resources: <http://www.wordsift.com/>

WordSift Visualize Text

Home Academic Word List About Description View Demo

analyzing assist connection elaboration interest making productive select student teacher text tool

useful vocabulary wordsift

Click on a word! Academic words = orange.

Search for a word in the Visual Thesaurus®

Write a word to search

Search History Random Word Language: English

LOOK IT UP

utilitarian useless

practical useful utile

Word Girl TV & Web Tools <http://pbskids.org/wordgirl/>

GO!

POWER WORDS!

HOME

OFF FUN

WORDS, VILLAINS & MORE MONTAGE

POWERED BY WORDGIRL

PARENTS

- Whimper
- Accelerate
- Eradicate
- Lounge

Vocabulary Development K-6

And for the Adults & Precocious Students: Free Rice
<http://www.freerice.com/>

FREE Rice

For each answer you get right, we donate 10 grains of rice through the UN World Food Program to help end hunger

HOME SUBJECTS FAQ TOTALS OPTIONS PRESS CONTACT ABOUT

English Vocabulary Change Subject

How to Play

- Click on the right answer in the middle of this page.
- If you get it right, you get a harder question. If you get it wrong, you get an easier question.
- For each answer you get right, we donate 10 grains of rice to the [United Nations World Food Program](#).

WARNING: This game may make you smarter. It may improve your speaking, writing, thinking, grades, job performance... (tm)

pup means: (1)

young dog

movie

daddy

peek

1 right = 10 grains

5 right = 50 grains

Play and feed hungry people

70,209,560 grains of rice donated yesterday.
Over 60 billion grains donated to date (see totals).

What's Possible in K-6 Vocabulary Learning?

One Example(Biemiller, 2004)

Oral Read Aloud + Direct Instruction

1. Teachers explained/prompted use of 3-10 words a day
2. Words selected from BOTH fiction & non-fiction
3. 30 min. per day allocated using both Core ELA and Social Studies / Science sources
4. Words were cumulatively reviewed/practiced/"played with"
5. Systematically re-read books - exploring more words, and reviewing previous taught words in 1 week cycles
6. Keep a notebook of words taught/vocab word wall

Results suggest lowest students adding an additional 400 words per year - over 3 years could potentially narrow the gap by approximately 2/3 relative to average vocab levels